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ABSTRACT

This document reports on a conference of 50 experts gathered to discuss the adaptation of education in Europe to the economic and political integration that has been occurring in that area. The conference discussed four main themes: (1) foreign language teaching and the use of the foreign language as a working language; (2) the creation of bilingual/international sections in national secondary schools; (3) the European dimension in the curriculum and in extracurricular activities; and (4) international school leaving examinations and their recognition. Recurrent themes included: (1) coordinators for policies designed to strengthen the European dimension; (2) information centers and dissemination of information, (3) regular contacts among institutions representing European international education; (4) links between European international and national school; (5) East-West contacts; (6) teacher training; and (7) teaching material. Particular issues of the conference were: (1) teaching of the first foreign language; (2) teaching of further foreign languages; (3) teaching through the medium of the first foreign language; (4) the creation of bilingual international sections in national schools; (5) new initiatives and national regulations; (6) the European international dimension in the curriculum; (7) visits and exchanges; (8) international school leaving examinations; (9) recognition throughout Europe of national school leaving qualifications; (10) recognition throughout Europe of international school leaving qualifications; and (11) use of existing institutions in the field of recognition. A summary of 18 recommendations and a list of participants is included. (DK)

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SECONDARY SCHOOLS and EUROPEAN/ INTERNATIONAL EDUCATION IN EUROPE: MOBILITY, CURRICULA, and EXAMINATIONS

Namur, May 21st - 23rd, 1990.

SO 023 494

A Conference of Experts,
jointly organised by the Commission of the European Communities and the Council for Cultural Cooperation of the Council of Europe

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A. Introduction : Background to the Conference

1. The prospect of further economic and, possibly, political integration in Europe after 1992, the dramatic end of the cold war and the opening of frontiers in the East are transforming our continent before our very eyes. After decades of acquiescence in the statuts quo, Europe is again irreversibly on the move. The concept of the "European Community" has to be constantly rethought and enlarged in the light of current events. The challenge to education is obvious : schools will increasingly be required to prepare their pupils for citizenship in a rapidly changing world and for a life of greater mobility. A growing number of highly skilled professionals will be working for short spells in countries other than their own and will require appropriate education for their children. The young themselves will be seeking their jobs where they cand find them.
   But education is not just for an economic Europe. Schools must also help young people to acquire democratic values, an understanding of their common cultural heritage and a perspective which stretches well beyond not only traditional national frontiers but also beyond the boundaries of the Community of the Twelve. For example, 28 States now take part in the Council of Europe's education programme. The "European Dimension" is rapidly regaining its former historical and cultural meaning.

2. Public opinion, parents, employers, and not least the young themselves are asking schools with increasing insistence to adapt their programmes of study and activities to the new reality. And if we ask ourselves how well we are preparing our pupils for this new world the answer is not reassuring. As always in history, physical barriers are more easily removed than mental barriers. Ideas outlive reality, and educational systems which embody some of our dearest ideas and traditions are tending to stay confined within narrow national boundaries. Language competence, particularly in the large countries, is still at a modest level. Organised mobility has experienced a welcome renaissance in higher education as a result of the ERASMUS and NORDPLUS programmes but hardly exists at secondary level. Our pupils' awareness of the history, culture, and of the social and political traditions of our neighbours are only fragmentary, their vision of the future is often myopic. Pupils who, due to parental mobility, find themselves in a school of another country frequently experience great difficulties and risk having to repeat one or two years. Their school leaving diplomas are not automatically recognised in other countries.

3. Generally speaking our schools are not yet prepared for a Europe without frontiers. We still live in a system in which a few, separate, so-called "International" or "European" schools, mainly in the private sector, have been set up specifically to look after a small mobile and migrant school population whereas the great majority of mainstream schools continue to provide a traditional national curriculum with an addition of assorted foreign languages. Even where some of these schools are now conscious of the need to move out of their isolation, few of them are properly equipped to welcome and integrate pupils from other European countries or able to prepare their own pupils effectively for a, possibly, prolonged stay in a foreign educational system. As long ago as the early 19th century Goethe said that we should instruct a young person "damit ihm zu Hause kein Fremder unbequem, er aber in der Fremde uberall zu Hause ist". We are still some way from this ideal.

4. The answer to the challenge of 1993 and of the changing concept of Europe is not the ad hoc creation of more, separate, international schools, either state or private, in areas where we expect a growing international school population. This would do nothing to improve general language competence, to widen the cultural horizon of the ordinary pupil, or to prepare a substantial number of pupils for mobility in Europe. The answer must surely be to reinforce the efforts of those numerous schools that already provide some form of intercultural education and to help mainstream schools that still work in relative isolation to inject such European elements into their curriculum as would enable them to receive foreign students more readily and to prepare their own pupils more successfully for studies across linguistic and cultural frontiers. In this work they should be able to draw on the rich experiences of existing international, bilingual, and multi-ethnic schools.

5. Fortunately, there are signs in many European countries that the ice has begun to melt. With the active support of national or local authorities, or, sometimes on their own initiative, numerous schools are reinforcing language teaching, are setting up bilingual or international classes, are experimenting with the use of the foreign language as a medium for teaching other subjects, are building up partnerships with schools abroad, and are entering candidates for international school leaving examinations.
These initiatives and experiments testify to a widespread desire for fundamental change. Some of them, like the European Schools and the International Baccalaureate, have stood the test of several decades, others are very recent. Some, like the "sections internationales" in the French lycées and the "Schulen mit bilingualem Bildungsgang" in Germany show interesting, if unintentional, convergences; others, like the European Baccalaureate and the International Baccalaureate, remain characteristically distinct.

6. It is against this background that a conference of 50 experts in the field of European/international education was convened jointly by the European Commission and the Council for Cultural Cooperation of the Council of Europe at Namur for 2 1/2 days *. The declared aims of the conference were :

- to bring together experts from organisations and schools directly concerned with European/international education in lower and upper secondary schools (excluding technical/vocational schools) in Europe;

- to examine existing initiatives of European/international structures, curricula, and examinations in secondary schools;

- to identify practice and models of European/international education which could be emulated by national schools with a view to facilitating the mobility of young people in Europe;

- to investigate existing international secondary school leaving examinations and certificates and their recognition;

- to enable the publication and dissemination of a report based on the findings and recommendations of the conference.

7. The members of the conference were fully aware of the fact that they in no way represented all the organisations and institutions engaged in the field of European/international education at secondary level. They were also conscious of the fact that they did not meet as policy makers but as experts in certain areas of international and intercultural education.

*** May 21 st - 23 rd, 1990.**

They saw their role as bringing together and comparing their experiences, identifying good practice, and making the results of their discussions available to others.

8. Some of their recommendations are incompatible with existing legislation or regulations in one or other of the European states. Thus, for instance, the recommendation to teach some subjects through the medium of a foreign language cannot be applied in countries or regions where non-language subjects may only be taught in the language of the country. Conference members were well aware of this situation but felt that it was their task to identify educational strategies likely to help resolving key problems like language competence, pupil mobility, intercultural understanding, and recognition of academic qualifications, irrespective of the political constraints existing in some states.

9. Conference members were also very conscious of the fact that some, though not all, of their recommendations have financial implications and would have to be judged in relation to other educational priorities. Without being in any way competent to assess costs in detail members would, however, point out that whilst some recommendations - like the creation of additional language sections - have major financial implications, others, - like improved recognition agreements, increased contacts and exchanges of information, pupils, and teachers between national and international/European schools - are relatively inexpensive. Conference members also expressed the hope that some new grassroot initiatives would be generated by individual school communities and would be capable of developing a local dynamic of their own and be, partially if not wholly, supported from local resources.

10. Given the diversity of the school systems in the various European states, the difference in their classroom practices, and the very divergent local needs, it would be an illusion to think that a single standard model of a desirable organisation of the European dimension in secondary schools could be recommended. No one solution will suit all circumstances; good practice in one school cannot be automatically transferred to another; each recommendation must be interpreted and adapted to fit a particular national, regional, or local situation.

11. Through migration and immigration numerous multi-cultural societies have been emerging in Europe during the past decades. In some countries, the number of immigrants account for 10 % - 15 % of the population, and many schools in Europe to-day are already de facto international schools. Distinctions between mother tongue and foreign language become blurred, the official language of the school being for many immigrants and ethnic minorities a foreign language rather than the mother tongue. This also creates difficulties in the correct use of terminology to describe the complexity of language learning situations in schools. In this report a traditional terminology is used, i.e. the terms "mother tongue" and "foreign language" are defined from the point of view of the country where these languages are taught irrespective of the often diverse linguistic backgrounds of the pupils.

B. The Conference - General Issues

The conference discussed four main themes :

- Foreign language teaching and the use of the foreign language as a working language.

-The creation of bilingual/international sections in national secondary schools.

-The European dimension in the curriculum and in extra-curricular activities.

- International school leaving examinations and their recognition.

Certain points of a general nature were raised again and again in the different discussions groups. This report will therefore first deal with these recurrent themes before turning to more detailed topics.

1. **Coordinators for policies designed to strengthen the European dimension** *

The first of these recurrent points was the realisation that in mainstream secondary schools all over Europe a multitude of initiatives of a European/international character (reinforced foreign language study, creation of bilingual sections, partnerships and exchanges across national frontiers, international festivals, and many others) have been started recently and are being started every week. They are a mushroom growth, a spontaneous expression of enthusiasm and also, frequently, a desire not to be left behind others in the general rush to "do something about Europe". Given the limited resources available to education it would be better if such efforts could be regionally coordinated and each area could develop a coherent policy of encouraging greater European awareness in its schools. The conference therefore suggested that each country should appoint coordinators, at national or regional level, charged to oversee the evolution of different projects and to develop a coherent policy or, at least, to bring together the different interested parties. In a number of European states or regions such appointments have already been made.

2. **Information centres and dissemination of information** **

Secondly, the conference noted that the work done in existing bilingual, international, and European schools and their often remarkable contribution to multilingual and intercultural education is virtually unknown outside their own four walls or immediate locality. Not only the general public but even educational authorities, interested teachers and parents have little idea of the philosophy and practices of these schools. The market forces of supply and demand are not operative. Interested clients often do not know that the desired product is already available. They certainly do not know where they should look or ask. It was therefore suggested that information centres and data banks should be set up in each country to bring together relevant information about the work done in the international and European schools as well as about other projects and initiatives in the field of multilingual and intercultural education in the country. It was also noted that the recently formed European Secondary Heads Association (ESHA) had chosen as one of its first tasks the establishment of a data bank, and it was suggested that national information centres might work in close cooperation with ESHA.

3. **Regular Contacts between institutions representing European/International education** ***

The Namur Conference was the first joint gathering of the main practitioners engaged in multilingual and multicultural education at secondary school level in Europe - bilingual schools, European Schools, International Baccalaureate schools and their Examination Boards. All members found the exchange of information extremely valuable but, in the short time available, were able to discuss only a small number of topics of common interest. It was therefore proposed that provision should be made for regular contacts between the interested parties. Representatives of the European Baccalaureate and the International Baccalaureate expressed their wish for closer cooperation especially between these two groups and discussed how this process could be started without delay.

*** See recommendation 1**
**** See recommendation 2**
***** See recommendation 3**

4. **Links between European/international and national schools** *

Conference members repeatedly drew attention to a phenomenon of conspicuous waste : on the one hand innumerable demands from parents and teachers for a more European orientation in the organisation and curriculum of the schools attended by their children and pupils; on the other hand the rich, but unused, experience in the field of multilingual and multicultural education of the schools represented at the conference. These demands concern principally the provision of early and intensive language teaching, the use of foreign languages as working languages for other subjects, the development and provision provision of teaching material of a European/international character, the organisation of school partnerships and regular exchanges, the organisation of international school festivals for drama, music, and sport, and the availability of international school leaving examinations facilitating the mobility of students.
In all these areas the international, bilingual and European schools have valuable experiences and would be able and willing to offer their cooperation. The conference therefore suggested that the two sides should be brought together in a series of regional networks to discuss possible lines of cooperation.

5. **East-West contacts** **

The conference was also impressed by the evident desire of Central and Eastern European countries to establish links with the West, to participate in projects promoting bilingual and European/international education, and to submit candidates for international school leaving examinations. At a recent Conference at Trieste, initiated by the Italian ministries of Foreign Affairs and Education, Austria, Czechoslovakia, Hungary, Italy and Yugoslavia agreed to ask for an increased use of the International Baccalaureate as school leaving examination in their secondary schools. A similar interest has also been expressed by representatives from Bulgaria and Poland.

6. **Teacher Training** ***

The conference was agreed that the success of the different programmes of multilingual and intercultural education depend above all on the professional quality and attitudes of the teachers engaged in this work. Schools are as good as their teachers : this is even truer of international than of national schools since they demand a special commitment to the multicultural aims of the school and a willingness to contribute to the development and production of teaching material. Some teachers, though professionally competent in their subject matter have received little or no training for teaching classes of mixed nationalities or for teaching subjects through the medium of a foreign language. Others, though highly skilled as subject teachers, interpret their professional role in a limited way and fail to identify themselves positively with a school which aims to give an international orientation to its curriculum.

It is true that marked national differences exist in the way the professional role and responsibility of teachers is seen, (ranging from very classroom focussed concepts of responsibility to very wide concepts of responsibility for out-of-class and extra-curricular activities). However, it is essential that all teachers, whatever their nationality, who will be working in bilingual/international schools should receive, as an integral part of their training, an induction to teaching in an international setting. This would enable them to respond positively tothe special educational requirements of an international school community.

*** See recommendation 4**
**** See recommendation 5**
***** See recommendation 6**

For experienced teachers coming newly into bilingual/international schools, special in-service training courses should be provided. This is particularly important for those teaching a subject through the medium of a foreign language which requires both language competence and special teaching techniques. In organising in-service training programmes use should be made of the experience of existing international and European schools. They could serve as centres for special courses or workshops concerning the early and/or intensive study of a foreign language, the creation of separate language sections within one school, and the elaboration of common teaching programmes adapted to the needs of a mobile population.

It is not possible to judge at this stage how the free movement of persons after the opening of the Single Market in 1993 will effect teacher supply and recruitment in Europe. It can only be hoped that, together with the implementation of the LINGUA programme, it will ease the present shortage of qualified native teachers both for modern language teaching and for teaching of non-language subjects through the medium of a working language.

7. Teaching material *

A constantly reiterated complaint concerned the absence of suitable textbooks and teaching material for classes doing foreign language work in advance of their age group, for non-language subjects taught to classes of mixed nationalities, and for subjects taught through the medium of a foreign language. These programmes concern only a limited number of pupils. Even where several schools in one region teach identical programmes the overall numbers remain too small to be of interest to publishers. The same is true of the 9 European Schools where numbers do not justify the joint production of teaching material. Here, as in the other cases quoted above, the bulk of the teaching material is prepared and produced by the teachers themselves. There is evidence that some individual authors, groups of teachers, and university departments are planning to provide teaching material of this kind, but at present they are working in isolation and their efforts are uncoordinated. It therefore seems desirable that schools teaching similar classes and subjects should, with the help of a central information service, make contact with each other across regional and national frontiers in order to create a viable market for publication. It was also suggested that, rather than producing large textbooks, the approach should be modular and thematic.

C. *The Conference : Particular Issues*

1. Teaching of the first foreign language **

Language competence is the condition sine qua non of a successful international curriculum. It has been rightly described as the Achilles heel of European integration, and the Commission has recently introduced a major programme, LINGUA, in order to promote both the quality and quantity of language teaching and learning throughout the Community. Likewise the Council of Europe has long recognised the vital contribution that modern languages can make to international understanding, cooperation and mobility and has pioneered a communicative approach to language learning based on the needs and motivations of the individual learner.

Smaller countries have been more successful in attaining reasonable standards of competence than larger ones. Belgium, Ireland, Luxembourg and Malta teach the two main languages of their respective countries already at primary level. In certain frontier areas the languages of the two neighbours are taught from the age of 6 or 7 onwards. Some special bilingual schools and the European Schools start the first foreign language in the first year of primary. In all these cases the study of the second foreign language can be introduced at an early stage of secondary schooling.

* See recommendation 7

** See recommendation 8

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The conference agreed that, provided qualified staff is available, language learning should begin early when languages are learned more easily than at a later age. From an educational point of view there is no reason why it should not be generally introduced in the early stages of primary education, ideally between the ages of 4 to 7, provided always that :

- the classes are homogeneous ones with a background of the same first language or mother tongue;

- the teaching methods are carefully adapted to the age of the pupil. Thus, for instance, formal teaching should not begin before a child has mastered reading skills of his first language;

- the ground has been carefully prepared by discussions with parents and colleagues to remove unwarranted fears that an early start in the foreign language might prejudice progress in the mother tongue or lead to a loss of cultural identity.

Where linguistically and culturally heterogeneous classes are concerned (i.e. the presence of several nationalities and languages or of a substantial number of pupils for whom the language of the school is their first foreign language) the emphasis should initially be placed on developing the international and intercultural character of the school by adequately recognising the language of origin of migrant pupils whilst at the same time introducing "language awareness" programmes (making use of the language background of the different nationalities present). Formal teaching of the foreign language might then be introduced two or three years later.

The early start of modern language learning should not be the prerogative of the few but should be offered to all members of an age group. But differentiated teaching strategies will have to be devised taking into account both the pupils' linguistic and cultural background and the long term objectives of their language programme. The second language learning of pupils in a frontier area can advance at a different pace from that of pupils in an area devoid of bilingual or bicultural contacts. A pupil wishing to use a foreign language as a working language at the age of 11 or 12 requires a different course from a pupil wishing to use the language as a general means of communication at the age of 15 or 16. Where less able pupils are concerned more emphasis in teaching and assessment should be placed on receptive skills.

The key to successful language learning, apart from the presence of highly qualified teachers, lies in the motivation of the pupil. This requires not only a clear definition of long term objectives but also didactic methods appropriate to the age of the pupil. In the early stages the play element (songs, role-playing, number games, etc), carefully planned and with precise objectives, will predominate. It will be progressively transformed into the more systematic acquisition of fundamental language skills.

Equally important for the motivation not only of the pupil but also of the teacher is a general school environment which actively supports language learning. It is vital that an international perspective should inform all school activities, both inside and outside the classroom. International exchanges, the respect accorded to foreign children in the school, music, drama, and sport festivals, exhibitions, and the school's awareness of important current events in the world all contribute to this end.

Language learning should be a regular and continuous experience. Communicative language teaching requires a generous time allocation and the weekly contact period should consist of a minimum of 2 1/2 - 3 hours, supported whenever possible by complementary or extra-curricular activities in the same language. It is highly desirable that this weekly time should be divided in such a way that a daily contact of teacher and pupil is guaranteed. This is particularly important for young learners.

The competent educational authorities should also pay careful attention to the continuity of the language experience from primary to secondary school. Even if a primary language course has an undoubted value in itself, its non-continuation in the secondary cycle is a very demotivating experience for the pupil.

2. Teaching of further foreign languages *

The conference was unanimous in the view that, in line with the general policy of the European Commission and the Council of Europe, all pupils should be offered the chance of beginning the study of a second foreign language, preferably at an early stage of secondary education.

3. Teaching through the medium of the first foreign language **

Using a foreign language as a communicative tool for other subjects is an essential part of an international curriculum. It is very motivating for pupils and furthers their linguistic competence. It is also a vital preparation for integration in the school system of another country and thus indispensable for a mobile school population. Last but not least it widens a pupil's awareness of cultural differences by introducing him to new teaching approaches to subjects like geography, history and politics.

To study a subject in a working language requires a good linguistic preparation. If the study of the foreign language has only begun at secondary level a minimum of two-years' preparation with 6-8 weekly periods is essential. Where pupils have started the foreign language at primary school and arrive at their secondary school with a reasonable standard of oral skills in both comprehension and expression, shorter training periods would suffice.

The speed with which the foreign language is introduced as the working language for a given subject will obviously depend on the linguistic proficiency of each class. In any case it will be necessary to build up, gradually, and if possible in close collaboration with the colleague teaching the foreign language course, a specialist vocabulary for each subject taught in a foreign language.

In most of the models known in Western Europe the subjects taught in a working language are those of the human sciences, in particular geography, history, politics, and economics. This is so partly because these subjects give considerable scope to oral work and partly because their subject matter contains important European/international elements. But reports from schools with English streams in Denmark, Holland, and Sweden indicate that mathematical-scientific subjects, in particular biology, have also been successfully taught in a working language. In the European Schools subjects like art, music, and sport are usually taught in a working language in addition to history, geography and economics. The conference concluded that no one subject should be considered unsuitable for teaching through the medium of a foreign language.

*** See recommendation 9**
**** See recommendation 10**

In some models different subjects are taught in a working language consecutively, in others concurrently. Thus the volume of work done in a working language differs substantially from one system to another.

Teaching a subject in a working language arouses fears for the level of achievement attainable in the subject matter. These fears are partially justified in the early years where the pace of the lesson has to be slower and the level of abstraction lower than in a subject taught in mother tongue. However, it was agreed that in the later years and at the point of the school leaving examination the level of achievement in the subject matter is strictly comparable to that obtained in a class studying the subject in their mother tongue. It is vital, of course, that what is assessed is the level of achievement in the subject itself and not that in the working language.

The main difficulty with schemes aiming to teach subjects in a working language is the lack of qualified teachers and the absence of appropriate in-service training courses (see also B 6 above). It is relatively rare to find secondary teachers in Europe qualified to teach both a language and a non-language subject. It is therefore important that this combination of subjects should be encouraged in Teacher Training institutions. Teachers qualified to teach non-language subjects would have to be thoroughly trained (possibly in tailor-made in-service training programmes including a teaching practice in a European/international school) before they start teaching in a foreign language.

Other areas requiring attention are curricular guidelines for subjects taught in a working language and the availability of suitable teaching material (see also B 7 above).

In some cases subjects taught in a working language are offered in addition to the normal curriculum rather than replacing the course given in the mother tongue. The conference considered that such an arrangement was liable to overburden the pupil.

4. <u>The creation of bilingual/international sections in national schools</u> *

The most powerful strategem that can be employed to give a school a European/international outlook is the creation of one or more additional language sections. The equal status conferred upon the languages by virtue of the very creation of separate sections, the presence in the school community of native speakers, and the existence of school leaving examinations in those languages all tend to emphasise the international character of a school. An active language section will add a new cultural dimension and will also play a powerful role in the extra-curricular life of the school. If several language sections are closely integrated under one roof in one school, then that school can truly claim to be intercultural.

Such a system would have the advantage of offering optimal conditions for the professionally mobile European : pupils would be able to move to such a school from their native country and back again later with only minimal difficulties. It would greatly favour language competence because pupils would be motivated to build social bridges from one language section to another and because all the available evidence shows that a powerful first foreign language in a school, far from inhibiting the study of other languages, greatly favours their development. And last but not least it could create in a school with a mixed native and mobile population a genuinely international atmosphere in which pupils learn to live and work together on a level of equality and mutual understanding.

*** See recommendation 11**

The terms "bilingual section" and "international section" are umbrella terms for very divers secondary school realities, and the conference distinguished between a number of different models :

i) some "international" schools offer the normal curriculum of the host country but, in the final two years, the I.B. curriculum and examination, either in addition to, or in place of, the national curriculum and examination at this level.

ii) some "bilingual" schools offer their international school population an immersion course in the second language at an early stage of primary education, followed by a curriculum in which the main subjects are taught partly in the foreign language and partly in the language of the country. The pupil eventually has the choice of different school leaving examinations, including the I.B.

iii) the "European Schools" have up to 9 languages sections. In each section the pupils are taught first language and the mathematical-scientific subjects by teachers recruited from the country or countries corresponding to the language section. The other subjects are taught in groups of mixed nationality, the human sciences in the pupil's working language. The programmes of the different language sections are fully harmonised.

iv) some schools offer one additional language section in which the children of professionally mobile parents together with able native pupils study their main subjects, except the language of the host country, in the language of that section -most of them English- and take a bilingual school leaving examination.

v) some schools offer all its pupils the chance of an intensive study (6-8 weekly periods for 2 years) of a foreign language, progressing in the following years to the study of first one and later several subjects of the human sciences in that language and leading finally to a bilingual school leaving examination;

vi) some schools create international sections composed of a minimum of 25 % of "foreign" pupils (for whom the language of the section is the first language or mother tongue) with an increased allocation of periods for the language and literature of the section and the declared objective of encouraging all pupils to reach mother tongue level in two languages. History and geography are taught in the language of the section and the final school leaving examination is bilingual.

vii) some schools insert an additional year between the primary and secondary cycles during which an immersion course of up to 20 weekly periods in the foreign language prepares pupils for bilingual work bilingual work in the secondary school;

In choosing between these different models it is important to examine the nature of the school population and the objectives of the target group. The conference felt that for a school with a homogeneous and predominantly native school population, primarily concerned with language competence, a better understanding of another culture, and a better preparation for mobility the model v) above would be the most suitable. Its organisation is relatively simple, it is compatible with a national curriculum, and its costs are not prohibitive. The main problems lie in the recruitment of qualified teachers, in particular for the subjects taught in the foreign language; in the need to establish curricular guidelines for these subjects ; and in the need to create a body of appropriate teaching material for these subjects.

One the other hand, for a school with a mixed native and migrant/professionally mobile school population (i.e. with a substantial number of foreigners) it was recommended to explore the possibility of setting up one or several additional language sections on the model of the European Schools (iii above). This would allow the great majority of pupils to continue the study of their first language whilst at the same time studying other subjects in mixed nationality classes either through the medium of a foreign language or in the language of the host country.

In view of the difficulty and expense of recruiting teachers from abroad, the different language sections could well study the mathematical-scientific subjects in the language of the host country thus reducing both expense and conforming more closely to the curriculum of the host country. For subjects studied jointly by different language sections, curricular guidelines and teaching material would be required, but here again reference is possible to the practices of the European Schools. A major problem, as in the example above, remains the recruitment of specially qualified teachers.

5. New initiatives and national regulations *

In nearly all European states the responsibility for school organisation and curriculum rests with the national authorities or, in decentralised states like Germany, with regional authorities. The conference was fully aware of the fact that its proposals with regard to reinforced language teaching, the use of the foreign language as a working language, and the creation of bilingual/international sections are not always compatible with existing national legislation in all states. The conference strongly recommends that schools should work in close cooperation with their competent educational authority in order to avoid misunderstandings, disagreements, and the risk of non-validation of studies. At the same time, the conference expressed the hope that their proposals would receive sympathetic consideration where political or budgetary constraints are not absolute.

6. The European/international dimension in the curriculum **

The conference was agreed that the European/international dimension should not be a separate subject but should be fully integrated into the curriculum. In an English phrase, it should be "across the curriculum", in other words it should have an interdisciplinary character and should permeate all subjects and all activities of the school, its organisation, its timetable, its syllabus, its teaching material, and its extra-curricular activities.

The conference also felt that the European/international dimension concerns all pupils of a school and not only particular year groups engaged in special studies or preparing for an international school leaving examination. It is therefore essential that the school authorities develop a coherent policy for the whole school. Divided into different cycles, it might look something like this :

* See recommendation 12
** See recommendation 13

Primary :	Geography and history : put European/international events, people, and traditions into a framework of time and place.
	Music, games, and folklore.
Lower Secondary : (12-16)	Develop European/international themes in geography, history, civics and economics.
	Draw attention to environmental issues in the world.
	Treat European developments in music and art.
Upper Secondary : (16-18)	Further development of the above topics. The nature of the European Community and other European institutions, e.g. the Council of Europe. Visits, projects, exchanges to develop human contacts.

These programmes and activities should be supported by a school based resource centre.

7. <u>Visits and Exchanges</u> *

It is hard to find a secondary school to-day that is not looking for contacts with a school in another country or is examining the possibility of teacher or pupil exchanges. This is not surprising : foreign visits and exchanges play a vital role in enriching the life and work of a school, they motivate for language studies and provide (often the first) genuine intercultural experiences.

Most visits and exchanges take place during school time. They are therefore part of the school curriculum; their aims and objectives should be carefully defined. They require the close cooperation of the language teacher and the specialist subject teacher, one to prepare the language content, the other the subject matter. A visit or an exchange trip must be carefully planned in advance and must have a worthwhile follow-up on return. It is equally important that all pupils of a given class should participate.

In planning contacts and exchanges, teachers should explore the possibility of joint work projects between schools, for instance on environmental issues or on the relative political systems of the two countries. Family based exchanges are recommended because they give a continuous contact with the language and an authentic insight into social questions. Schools might also like to consider participating in, or organising themselves, international festivals in drama, music, or sport, in which schools from different European countries take part.

There are numerous difficulties in organising visits and exchanges if they are to make an important contribution to the school's curriculum and to the pupils' international awareness instead of offering pure tourism. One problem is staff involvement : exchanges imply extra work and responsibility - some teachers accompany, others must replace those who have gone. Foreign visitors must be welcomed and accommodated, timetables must be changed. It is vital that the <u>whole</u> staff of a school is committed to the idea of organised exchanges and willing to play its part to ensure success.

*** See recommendation 14**

A second problem is the scarcity of suitable partners. For obvious linguistic reasons too many schools are looking for partners in France or in the United Kingdom. One solution would be for schools to find partners in other countries but to agree that the language of communication would be French or English, the first foreign language in their respective schools. Thus an Italian and a Spanish school could plan a joint project to be conducted in French; a Danish and a Dutch school could plan a joint festival with English as only working language.

A third problem is finance. But contacts do not necessarily mean travelling. Modern techniques of information technology and electronic communication make possible close contacts and joint projects between groups of pupils working on identical problems in their respective schools.

Some members of the conference drew attention to a further problem which concerns visa regulations and residence restrictions which impede the free movement across national frontiers of pupils of certain nationalities. The conference urged that pupil members of school parties should be exempted from such restrictions.

8. International school leaving examinations *

The conference noted a growing demand on the part of schools, parents and senior pupils for international school leaving examinations. This demand comes primarily from two sources :

a) professionally mobile students who, as a result of parental moves, pursue their secondary studies in a country other than their own;

b) students in the final years of secondary education in their own country who, for a variety of reasons (bilingualism at home, a wish to perfect a foreign language, anticipation of future mobility, etc), prefer an international, multilingual education.

The first group is likely to increase substantially after 1992 when a growing number of highly trained professionals is expected to work or study outside their own country for limited periods of time. As for the second group there is already abundant evidence to-day of a growing parental demand for schools with bilingual or international sections and school leaving diplomas.

In the Community, there are at present six international or bilateral 18+ school leaving examinations. The conference showed no enthusiasm for plans of curricular harmonisation at this level. It supported the view held by all organisations involved in European cooperation in education that national diversity was a fundamental aspect of the European educational scene, that harmonisation of curricula and examinations was not a subject for negotiations, and that a common curriculum was neither desirable nor feasible.

Four of the six international school leaving examinations are bilingual examinations and are taken in bilingual schools or national schools linked by bilateral agreements :

* See recommendation 15

- the "Bac Franco-Allemand" (taken in lycées Franco-Allemand)
- the "Bilinguales Abitur" (German-English and German-French offered in 21 schools in Nordrhein-Westfalen)
- the Dutch bilingual VWO diploma (Dutch-English)
- the BAC à option internationale in France (offered by the lycées avec sections internationales).

Their curricula and examinations are bilaterally negotiated, the number of candidates is relatively small, and the diplomas offer advantages only in the countries of the negotiating parties.

The only 18+ school leaving examinations with a genuinely European/international character are :

- the European Baccalaureate, taken in the 9 European Schools

- the International Baccalaureate, offered by 115 schools in Europe

The European Baccalaureate is a well established secondary school leaving examination based on a fully harmonised curriculum for all subjects (except mother tongue) and for all language sections. It is recognised by all Member States of the European Community. But it is confined to candidates from the 9 European Schools and their Governing Board has not so far agreed to make the examination available to candidates from other schools.

The International Baccalaureate, on the other hand, possesses an infrastructure permitting further expansion. Its curriculum is harmonised and contains many features stressing international themes - for instance world literature in translation, the life and civilisation elements in the foreign languages, the international syllabus in history. The I.B. Office is an independent body, drawing only a small proportion of its income from government subsidies and therefore obliged to charge substantial school fees.

At the time of writing there are worldwide approximatively 15.000 holders of the European Baccalaureate and 25.000 holders of the I.B. diploma. After years of growth the annnual number of European Baccalaureate candidates is approx. 1.000 and of the I.B. approx. 3.500, of whom approx. 1.750 in Europe, small meat compared to the volume of candidates examined within the national systems.
The conference felt that we must expect a further rapid increase in the demand for an international school leaving examination, and that provision should be made accordingly. While welcoming a further development of bilateral/bilingual school leaving examinations their contribution to European and international education is limited by their very purpose and the composition of the schools. As long as the European Schools are unable to offer their examination to a wider circle of schools, the most rational solution would be an expansion of the I.B. in Europe and/or an adaptation of national school leaving examinations to the requirements of the new-type European upper secondary student. If the I.B. is to be available without discrimination to all schools and pupils, a way of reducing or subsidising its present costs should be found.

The only existing 16+ international secondary school examination is the IGCSE (International General Certificate of Secondary Education) offered by the Cambridge University Local Examination Syndicate. It has overseas centres looking after 200.000 candidates in over 50 countries. The European schools are planning the introduction of a 16+ Intermediate Examination to be taken at the end of the 5th year of secondary education.

9. **Recognition throughout Europe of national school leaving qualifications** *

Effective mobility of the young in Europe depends not only on pupils having received in the schools of their country of origin a proper linguistic and academic preparation for such mobility

but also on effective transfer arrangements being created between the different national systems of education.

Limited recognition of diplomas and qualifications continue to be major obstacles to the free movement of young Europeans, especially at the level of transfer from the secondary school system of one European country to higher education in another. It was noted that little progress had been made in this area at governmental level for the last 30 years although recently the European Commission had negotiated major and welcome advances in the recognition of technical and professional qualifications. They felt that similar progress in the field of recognition of school leaving examinations in Europe was now essential if future student mobility at this level was to be facilitated across European frontiers.

The conference concluded that in spite of many informal recognition agreements which work effectively, major problems still exist. The current legislation and practice on the recognition of the national matriculation qualification of particular countries by Ministries of Education and universities in Europe was regarded as unsatisfactory : arrangements were too often ad hoc; the 1953 Council of Europe Convention needed to be reviewed and supplemented; current arrangements often confused the concepts of eligibility and acceptability. Nor did they consider faculty requirements and numerus clausus problems.

The conference would welcome an initiative to establish a new complementary agreement on the acceptability of national matriculation qualifications throughout Europe. Whilst such an agreement would not solve all the intricate problems in this field, it would :

- contribute in a major sense to European student mobility
- provide a formal and legal framework in which detailed recognition issues can be addressed
- eliminate discrimination between national and non-national students who hold the same national qualifications.

* **See recommendation 16**

10. Recognition throughout Europe of international school leaving qualifications

The European Baccalaureate

The European Baccalaureate has been formally recognised by governments of the European Community and there are no major problems with E.B. diploma holders entering universities in the Community. However, the conference felt that E.B. should be made more widely known and that more detailed recognition arrangements should be with countries outside the E.C.

The International Baccalaureate

Although considerable progress had been made in developing the I.B. as "an international passport" to higher education in Europe it was noted that there were still outstanding problems in recognition which prevented the I.B. from playing a full role in promoting mobility and the European/international dimension which included :

- the absence of any intergovernmental endorsement of recognition agreements which have been arranged between the I.B. as an independent educational foundation and individual Ministries of Education and universities
- the lack of any progress in recognition procedures in a small number of European countries
- regulations which discriminate unfairly between national students who had taken the I.B. diploma at I.B. schools outside their own country, students who obtained the diploma within their own country; and non-national diploma holders
- national tables of equivalence gradings which put the I.B. student at a disadvantage.

The conference expressed the view that the I.B. diploma should be on a basis of parity with other recognised national and international matriculation qualifications.

11. Use of existing institutions in the field of recognition **

Attention was drawn to the valuable work done in the field of recognition by organisations like the National Academic Recognition Information Centre (NARIC), the National Equivalence Information Centre (NEIC), and the European Centre for Higher Education. An example quoted was the recommendation to provide a diploma supplement to support graduate and post-graduate degrees as a means to improve their international acceptability.
The conference felt that wider publicity should be given to the important work of these institutions in the field of recognition, and also that consideration should be given to extending the scheme for certificates of supplementary information to international school leaving certificates.

* See recommendation 17
** See recommendation 18

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D. *Conclusion*

In the 2 1/2 days at its disposal the conference was able to deal only with some aspects of the European/international dimension in secondary education. Many important issues could not be treated, such as :

- language diversification (what languages to teach as first and second foreign languages, the role of minority languages, etc);
- curriculum content (what should be the balance between national and international elements in the teaching programmes, in particular in the arts and human science subjects);
- teacher supply (will increased teacher mobility after 1992 ease the shortage of qualified teachers of foreign languages who are native speakers ?).

Here we already have a full agenda for a possible future conference.

But the conference was able to address itself to the immediate question of how secondary (and by implication primary) school authorities might react to the growing demand of opinion both inside and outside the schools to adapt school organisation and curriculum to the challenge of the rapidly changing character of contemporary Europe. They might consider :

- earlier and more intensive learning of foreign languages as the pre-requisite for better international communication and understanding;
- the use of foreign languages as medium of instruction for different subjects as a way of employing them as daily tools of communication;
- the introduction of different language sections in schools which already have a multinational school population;
- the creation of a genuinely multicultural, international atmosphere in a school by encouraging pre-Erasmus exchanges, across-frontier projects, and extra-curricular activities of an international character such as the European Schools Day Competition, a joint activity of the Council of Europe, the European Commission, and the European Cultural Foundation;
- the introduction of a more internationally orientated curriculum;
- entering candidates, particularly from the professionally mobile school population, for international school leaving examinations and diplomas;
- establishing cooperative links and joint projects with existing European and international schools.

This is not a blueprint for a new educational system but a series of strategies designed to help ordinary schools to prepare their young more effectively for 1993 and for a life in an interdependent Europe and interdependent world. Not all these measures are appropriate for all schools : individual

schools or groups of schools will want to discuss with their competent educational authorities which elements from the catalogue above would be most suitable in view of their schools' particular situation, needs, and resources.

To repeat, the aim would not be to create a new type or model of international school but to offer to all national schools the opportunity of adding a stronger international perspective to their organisation and curriculum. National and local diversity would continue to enrich the educational landscape. The common denominator would be a greater awareness of all our young of the European/international dimension in their lives and environment. And many different paths lead to this goal.

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SUMMARY OF RECOMMENDATIONS

1. **Coordinators for policies designed to strenghten the European dimension**

In order to have an overview of the numerous and diverse projects launched to promote the European international dimension in our schools, each country should appoint coordinators at national or regional level, as is already the case in some countries.

2. **Dissemination of information**

An Information Centre should be set up in each country to provide relevant information to individual schools and institutions anxious to promote viable projects in the field of strengthening the European/international dimension is their curriculum. These information centres should work in close collaboration with the data bank set up by the European Secondary Heads Association (ESHA) in the Netherlands.

3. **Contacts between institutions representing European/international education**

A formal basis of contact should be established without delay between the various organs and institutions working in the area of international education, for instance, the E.C.I.S., the European Schools, the I.B.O., U.C.L.E.S., and representatives of bilingual sections in secondary education.

4. **Links of European international and national schools**

A pilot scheme should be be established among the schools and institutions represented at the Conference together with a group of schools selected by the competent educational authorities to explore various elements and aspects of their curricula with a view to promoting ideas and practices of European/international education and of assisting mobility.

5. **East-West contacts**

The Education Committees of the European Communities and the Council of Europe should encourage effective links between the educational systems of Western, Central, and Eastern Europe and, in particular, the proposals made at the recent Conference in Trieste initiated by the Italian government with representatives from Ministries of Education and Foreign Affairs from Austria, Bulgaria, Czechoslovakia, Hungary, Yugoslavia and Italy.

6. **Teacher Training**

In order to enable schools to provide a genuine international outlook and dimension in their curriculum, Teacher Training, both initial and in-service training, should aim not only at conferring competence in subject disciplines but also the ability to play a full and constructive part in all

internationally orientated school community. In-service training programmes could call upon the cooperation of European and international schools and, in particular, upon the services of European Schools teachers returning to their country of origin at the end of their period of secondment.

7. Teaching material

In view of the great dearth of suitable teaching material for subjects taught to classes of mixed nationalities and taught through the medium of a foreign language, schools with comparable teaching syllabuses should combine across regional and national frontiers and jointly approach publishers with a view to creating a viable market for publication. Better use should also be made of learning material offered by the modern media.

8. Teaching of the first foreign language

In teaching a foreign language, particularly at primary level, the following points should be borne in mind :

a) the teaching of a foreign language should be addressed to all pupils of an age group but different teaching strategies should be used to match the capacities of the pupil and his particular objective in language learning.

b) depending on special national, regional or local circumstances, foreign language learning should begin at an early stage of primary education, where appropriate with suitable language awareness courses.

c) a daily contact period between teachers and pupils is desirable.

d) foreign language teachers should be specialists at primary level as much as at secondary level.

e) a continuity of primary to secondary language teaching is highly desirable.

f) pupil motivation is the main key to successful language learning and the school environment should be supportive by encouraging other activities of an international character.

9. Teaching of further modern languages

All pupils should have the chance of learning at least one other modern language in accordance with the aims and objectives of the "Lingua" Programme of the European Communities, and of the policy on language learning in Europe of the Council of Europe.

10. Teaching through the medium of the first foreign language

When using the foreign language as a medium of instruction the following points should be borne in mind :

a) a tailor-made in-service training programme is indispensable for the teachers concerned .

b) a special subject vocabulary should be built up in co-operation with the colleague teaching the foreign language course.

c) though in most cases the subjects chosen for work through the medium of a foreign language are those of the human sciences (in particular history, geography and politics) no subject should be considered excluded.

d) schools engaged in teaching the same subject through the medium of a foreign language should establish mutual contacts with a view to creating common teaching material.

11. Bilingual/international sections

It is suggested that an appropriate organisation of a bilingual/international curriculum for

a) a predominantly native school population would be an intensive course (up to 8 periods a week) in the first foreign language for a period of 2 years (11-12 year olds) followed by the study of first one and later several subjects (for instance geography, history, or biology) through the medium of the first foreign language.

b) a mixed native and migrant population would be a national school with one or several language sections, based on a European School model.

12. New initiatives and national regulations

The competent authorities in the European states should give all possible support to local initiatives aimed at introducing an international dimension in the school curriculum -in particular in programmes for intensive courses of a foreign language- provided that these initiatives are not incompatible with existing national regulations.

13. The European dimension in curricular and extra-curricular activities

Schools introducing a European dimension in their curriculum should develop a coherent strategy for the whole school and all cycles rather than limiting it to particular year groups.

14. School Exchanges

i. In developing school exchanges to promote international awareness schools might wish to explore the following possibilities :

a) International exchanges based on joint work projects, for instance on environmental or social issues.

b) International exchanges based on shared experiences, for instance through the organisation of drama, music, or sport festivals.

c) Family based exchanges.

d) For schools experiencing difficulties in travelling : partnership links based on modern techniques of information technology and electronic communication.

ii. In order to enable all pupils, without discrimination, to take part in school exchanges the restrictions affecting the free movement of some nationals across national frontiers should be lifted.

15. Extended use of the International Baccalaureate

The competent educational authorities should consider the extended use of the I.B. in state schools in Europe as a means to increase the European/international dimension.

16. Recognition throughout Europe of national school leaving qualifications

In order to promote and facilitate mobility in Europe an initiative should now be taken to establish an agreement on the acceptability of all national matriculation qualifications for admission to further and higher education throughout Europe.

17. Recognition throughout Europe of international school leaving qualifications

As EB and IB candidates represent a significant proportion of the mobile student population at this level, these qualifications should be given recognition on a par with national qualifications as in (16) above.

13. Use of existing institutions in the field of recognition

Much wider publicity should be given to the work of such institutions as NARIC and NEIC, and consideration should be given as to whether the work already done by these institutions in providing additional information to supplement qualification certificates at graduate and post-graduate level could usefully be extended to international school leaving certificates.

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